## References / Works Cited

- Bernhardt, V. (1998). Data analysis for comprehensive schoolwide improvement. Larchmont, NY: Eye on Education, Inc.
- Bransford, J., Brown, A., and Cocking, R. (1999). *How people learn.* Washington, DC: National Academy Press.
- Calhoun, E. (1994). How to use action research in the self-renewing school. Alexandria, VA: Association for Supervision and Curriculum Development.
- Calhoun, E. (2001). Building capacity to support student achievement from the state department to the classroom and the classroom to the state department. Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14).
- Campbell, D.T., & Stanley, J.C. (1966). *Experimental and quasi-experimental design for research*. Boston. Houghton Mifflin.
- Cohen, D. and Hill, H. (2001). When state education reform works. New Haven, CT: Yale University Press.
- Consortium for Policy Research in Education (2000). *Deepening the work: A report of the sixth year of the Merck Institute for Science Education, 1998-99.* Philadelphia: University of Pennsylvania Graduate School of Education, Consortium for Policy Research in Education.
- DuFour, R. (2002). One clear voice is needed in the din. *Journal of Staff Development*, 23 (2), 60-61.
- Elmore, R. (2002). Hard questions about practice. Educational Leadership, 59 (8), 22-25.
- Elmore, R. (2000). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute.
- Elmore, R. and Burney, D. (1999). Investing in teacher learning: Staff development and instructional improvement. In Linda Darling-Hammond and Gary Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice.* San Francisco: Jossey-Bass.
- Fink, E. and Resnick, L. (2001). *Developing principals as instructional Leaders*. Phi Delta Kappan, 82 (8), 598-606.
- Fullan, M. (2002). The change leader. *Educational Leadership*, 59 (8), 16-20. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fullan, M. (2001). The new meaning of educational change. New York: Teachers College Press.
- Fullan, M. and Hargreaves, A. (1991). What's worth fighting for in your school. New York, NY: Teachers College Press.
- Glickman, Carl D. (2002). The courage to lead. *Educational Leadership*, 59 (8), 41-44.) Alexandria, VA: Association for Supervision and Curriculum Development.
- Grove, Kathleen F. (2002). The invisible role of the central office. *Educational Leadership*, 59 (8), 45-47. Alexandria, VA: Association for Supervision and Curriculum Development.

## **Tools gen-3.** References / Works Cited (p. 2 of 3)

- Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc.
- Hertling, E. (2000). *Evaluating the results of whole-school reform*. Eugene, OR: ERIC Clearinghouse on Educational Management.
- Iowa Association of School Boards and Iowa State Board of Education (2000). The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement. Des Moines, IA: Iowa Association of School Boards.
- Iowa Association of School Boards and Iowa State Board of Education (1994). *School Board Leadership: The Future.* Des Moines, IA: Iowa Association of School Boards.
- Joyce, B. and Calhoun, E. (Eds.) (1996). *Learning experiences in school renewal*. Eugene, OR: ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED 401 600).
- Joyce, B. and Showers, B. (1981). *Teacher training research: Working hypotheses for program design and directions for further study*. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles.
- Joyce, B. and Showers, B. (1983). *Power in staff development through research on training.*Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B., and Showers, B. (1988). *Student achievement through staff development, 2<sup>nd</sup> edition.*New York: Longman, Inc.
- Joyce, B. and Showers, B. (2002). *Student achievement through staff development (3<sup>rd</sup> ed.).* Alexandria, VA: Association for Supervision and Curriculum Development.
- Kennedy, M. (1999). Form and substance in inservice teacher education.

  (Research monograph No. 13). Madison: University of Wisconsin-Madison, National Institute for Science Education.
- Lambert, L. (2002). A framework for shared leadership. Educational Leadership, 59 (8), 37-40.
- Little, J. (1997). *Excellence in professional development professional community*. Berkeley, CA: OERI U.S. Department of Education.
- Loucks-Horsley, S., Hewson, P., Love, N, and Stiles, K. (1998). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press.
- National Staff Development Council (2001). *Standards for staff development (Revised).* Oxford OH: National Staff Development Council.
- Newmann, F. and Wehlage, G. (1995). Successful school restructuring: A report to the public and educators. Madison, WI: Center on Organization and Restructuring of Schools.
- No Child Left Behind Act of 2002. H. Res.1, 107<sup>th</sup> Cong., Report 107 -334 (2002).
- Odden, A., Archibald, S., Fermanich, M., and Gallagher, H.A. (2002). How to figure the cost of professional development. *Journal of Staff Development*, 23 (2), 53-58.

## **Tools gen-3.** References / Works Cited (p. 3 of 3)

- Rosenholtz, S. J. (1989). *Teacher's workplace: The social organization of schools.* White Plains, NY: Longman.
- Schmoker, Mike (1996). *Results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Showers, B. (1982). *Transfer of training: The contribution of coaching.* Eugene, OR: Center for Educational Policy and Management.
- Showers, B. (1984). *Peer coaching: A strategy for facilitating transfer of training.* Eugene, OR: Center for Educational Policy and Management.
- Showers, B. (1985). Teachers coaching teachers. Educational Leadership, 42 (7), 42-49.
- Showers, B. and Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53 (6), 12-16.
- Showers, B., Joyce, B., and Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis. *Educational Leadership*, 45 (3), 77-87.
- Slavin, R. and Fashola, O. (1998). Show me the evidence: Proven and promising programs for America's schools. Thousand Oaks, CA: Corwin Press.
- Slavin, R., Madden, N., Dolan, L., and Wasik, B. (1996). *Every child, every school: Success for all.* Thousand Oaks, CA: Corwin Press.
- Supovitz, J., Mayer, D. P., and Kahle, J. B. (2000). Promoting inquiry based instructional practice: The longitudinal impact of professional development in the context of systemic reform. *Educational Policy*, *14* (3), 331-356.
- Wallace, R. C., Young, J. R., Johnston, J., Bickel, W. E., & LeMahieu, P. G. (1984). Secondary educational renewal in Pittsburgh. *Educational Leadership*, 41 (6), 73-77. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wallace, R., Jr. (1996). From vision to practice: The art of educational leadership. Thousand Oaks, CA: Corwin Press.
- Wallace, R., Lemahieu, P., and Bickel, W. (1990). The Pittsburgh experience: achieving commitment to comprehensive staff development. in Joyce, Bruce, ed. *Changing School Culture through Staff Development*. Alexandria: Association for Supervision and Curriculum Development.
- Yap, K, Aldersebaes, I., Railsback, J., Shaughnessy, J., and Speth, T. (2000). *Evaluating whole-school reform efforts: A guide for district and school staff, 2<sup>nd</sup> ed.* Portland, OR: Northwest Regional Educational Lab.

Notes